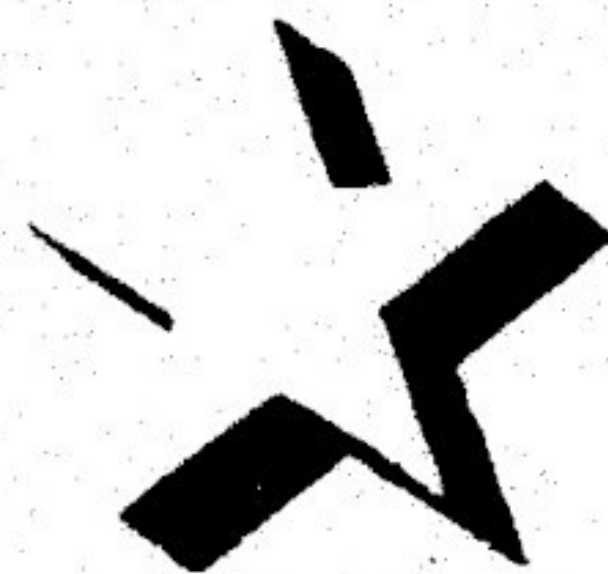


THE BRITISH ESPERANTIST

EDUCATION NUMBER



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INTERNATIONAL
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Vol. XXXI, No. 382
FEBRUARY 1937
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WARSAW : Owing to the incompleteness of our information at the time of going to press, we regret that we are obliged to hold over until the next issue the details of our travel arrangements for the Universal Congress.

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WITH WHICH IS INCORPORATED

INTERNATIONAL LANGUAGE

VOL. XXXI, No. 382

FEBRUARY, 1937

LA REDAKCIO KOMENTAS

NUNTEMPE, kiam oni parolas al ordinara membro de la publiko pri Esperanto, ties unua komento ĉiam estas: "Jes, bona afero, sed por ke ĝi sukcesu, oni devos enkonduki ĝin en la lernejojn." Tiu ja estas en la nuna epoko la plej urĝa tasko de nia movado, kaj al tiu aspekto de nia laboro ni dediĉas la nunan numeron. Nia devizo de nun devas esti: *Esperanto en la Lernejon!*

La kunveno por instruistoj, okazinta lastan monaton en Londono, kaj pri kiu ni alportas raporton, bone montris, ke ia komenco estas jam farita sur tiu kampo, kaj granda laŭdo estas ŝuldata al la kuraĝaj pioniroj inter la brita instruistaro kaj kleriga aŭtoritataro, kiuj ne timis fari breĉon en la solida muro, kiu ĝis nun staris kontraŭ ni. Unu el la plej esperigaj elementoj de la situacio estas, ke ĉiuj raportoj substrekas la grandan ĝuon, kiun la infanoj mem tiras el la instruado tie, kie ĝi estas kompetente farita en allogaj cirkonstancoj.

* * *

Sed samtempe la diskutoj ĉe la kunveno klare montris, ke multo restas ankoraŭ farenda, antaŭ ol tiu pionira agado povos disflori kiel grandskala enkonduko de nia lingvo, Ŝajnas, ke por konkeri la unuagradan lernejon sufiĉos venki la indiferentecon kaj antaŭjuĝojn de la pedagogia profesio kaj de la skolastika mondo.

La duagrada lernejo, tamen, prezentas pluan problemon. Tie la tuta instruado—ĉu bone, ĉu malbone—direktiĝas al la publikaj ekzamenoj, kaj lernmaterialo, kiu ne helpas al tiu celo, restos ĉiam Cindrulino inter la ceteraj fakoj. Kelkloke oni sukcesis, prezentante Esperanton kiel preparon por fremdaj lingvoj, sed ni ne restu kontentaj, ĝis la aŭtoritatoj konsentos ebligi ĝian

instruadon *kiel* Esperanto. Tial ni deziras rapidan sukceson al la trankvile sed efike laboranta Komitato pri Edukado de B.E.A., kiu jam kredas sin sur la vojo, akceptigi nian lingvon ĉe la gravaj ekzamenoj.

* * *

Ĉe la nomita kunveno oni substrekis ankaŭ, ke ni devos provizi rimedojn, per kiuj la infanoj lernintaj Esperanton povos praktike utiligi sian posedon de la lingvo, kaj konservi sian interesigon pri ĝi. Por infano, kiu ne havas okazon por interrilati kun samaĝuloj alilandaj, Esperanto estas lingvo egale senviva, kiel la latina kaj la greka.

Kuraĝan provon tiurilate oni faras ĉe la lernejo Tinker's Farm, Northfield, Birmingham, kie okazos en tiu ĉi jaro renkontiĝo de knabinoj diverslandaj, laŭ anonco jam aperinta en niaj kolonoj kaj en tiuj de la Esperanta gazetaro ĝenerale.

Aparte alloga estas la propono pri tendumadoj, kaj ni esperas baldaŭ povi anonci klopodon en tiu direkto.

* * *

Intertempe, la ordinara Esperantisto povas multon fari, klopodante pri varbado de individuaj instruistoj kaj membroj de edukadaj instancoj. Ni tial esperas, ke niaj membroj zorgos, ke tiu ĉi numero de nia gazeto venu en la manojn de iliaj konatoj en tiuj rondoj.

* * *

Ni kore dankas al tiuj kelkaj legantoj, kiuj bonvolis esprimi sian opinion, favoran aŭ malfavoran, pri la nova aranĝo de nia kovrilo ĉe la januara numero. Ĉi tiun monaton ni faras alian provon, kaj ni esperas, ke la plej nova aranĝo renkontos favoran akcepton ĝenerale.

Nia

Kovrilo

ESPERANTO IN THE SCHOOL

A meeting for teachers interested in Esperanto was held in the Sharpe Theatre of University College, London, on Saturday, January 9th, 1937, under the auspices of the Education Committee of the British Esperanto Association.

The Chair was taken by Professor C. B. Fawcett, B.Litt., D.Sc., of University College, and 45 persons were present, representing all parts of England. Scotland was represented by Mr. G. D. Buchanan, President of the B.E.A., of Glasgow, and communications were received from heads of schools and teachers as far away as Blackburn, Edinburgh and Perth.

THE Chairman, in his introductory remarks, said that the Headmasters' Conference had decided to press for a revision of the compulsory clauses for the School Certificate. If their proposals were accepted by the authorities, they would make the introduction of a new subject into the curriculum a great deal easier. This would not be without its bearing on our own aims.

Recent Experiences

A number of interesting reports were read by teachers who had had recent experiences of teaching Esperanto in Schools.

Miss Walters, of the Senior and Central School, Ware, had begun this year to teach Esperanto officially to two forms. They were to have a year of Esperanto, and then the brighter form would go on to French, with a little Esperanto to keep it up, while the other form would continue with Esperanto. The method used was mainly oral. The children, who were just beginning correspondence, evidently enjoyed the lessons, which were interesting to both children and teacher; this was not always the case with other languages.

Mr. H. G. Toms, of Lymington Road Senior Boys' School, Dagenham, presented a very interesting report on his experiences in teaching over 300 boys in eight classes. He stated that he made a special feature of oral work, and that the exchange of greetings in Esperanto was becoming quite common outside the class-room.

One of the most interesting reports was read by Miss D. F. Wilkinson, who is teaching Esperanto to girls in four divisions in a Demonstration School for the City of Leeds Training College, with the approval of the Local Inspector. On page 21 we give an extract from Miss Wilkinson's report.

Reports were also received from Mr. R. W. Hamilton of Sheffield and Mr. Wetherill of Sheffield, who have established Esperanto Clubs at their respective schools. Mr. Parker

spoke of his work at Orange Hill Central School for Boys, Edgware. As in many other cases, the instruction was at first unofficial, after school hours, but was later included in the curriculum as a preliminary language course in preparation for French.

Mr. W. M. Goodes of Romford recounted similar experiences in two successive schools. At his present school (elementary) there was a three-year plan in operation, and four teachers were capable of giving Esperanto instruction. In the first year the tuition was almost wholly oral, more written work being introduced in the second year; the third year had not yet been reached. Mr. Goodes said that the best age to begin was 11. In senior schools other languages could not really be taught, and here was a specially favourable case for the introduction of Esperanto, which required less time.

School Groups

The meeting then considered a number of suggestions put forward by Mr. Wetherill on behalf of the Esperanto Club at Firth Park Secondary School, Sheffield, which included International Esperanto Camps, cheap trips abroad for scholars, exchanges of visits between groups in this country, and a Junior Magazine with competitions, etc.

Mr. R. B. Wilkinson, Secretary of the B.E.A., agreed that something should be done on these lines to encourage the formation of school groups and to increase the Association's junior membership, which was far from satisfactory. He thought that camps might certainly be arranged, whilst junior parties abroad might perhaps be considered later. The suggestion of a Junior Magazine was too ambitious at the moment, although it might be possible to provide a page for Junior Members in *The British Esperantist*. Mr. Wilkinson foreshadowed a possible arrangement whereby the affiliation fee of 5/- for a Junior Group might include a free advertisement

in a foreign Esperanto magazine, for the purpose of obtaining correspondents. He hoped that the International Esperanto League would go into the possibilities of arranging facilities for exchange of school and group correspondence.

Holidays Abroad

Introducing the subject of holidays abroad for school-children through Esperanto, Miss V. C. Nixon, Hon. Secretary of the B.E.A. Education Committee, emphasised the importance of separating young people of 11-15 from those of 15-18; they would not mix in normal circumstances. She spoke of the arrangements made by the Cseh Institute at The Hague for a meeting of Esperantist youth from various countries at a specially cheap rate; even this would mean about £7 each. Similar conferences were under consideration. There was a great need of such gatherings at which Esperanto could be spoken, and for those who really could speak the language. Miss Nixon's remarks were endorsed by other speakers.

Miss N. Sheppard pointed out that she had been able to arrange for a gathering at her school in Birmingham, at which girls from other countries might spend a week with English girls learning Esperanto. A great obstacle, however, was distance.

Miss G. H. Moxon insisted on the necessity for something of the kind. Such contacts were being promoted by other organisations, and the Esperanto movement—which should be able to do this better than anyone else—was losing a great opportunity and allowing the young people to drift away. Correspondence would die if not supplemented by contact.

Mr. Goodes, who had had considerable experience in conducting parties of children abroad, said that it entailed a year's saving beforehand. He thought it would be a great advantage if lists of suitable addresses of schools learning Esperanto in various countries were available.

Miss Nixon said that the secretary of TAGE (World Association of Esperantist Teachers) was most willing to make *Internacia Pedagogia Revuo* helpful in obtaining and disseminating information; she offered to act as intermediary for suggestions and information. Mr. W. P. Merrick expressed the view that the International League ought to collect and collate for reference information regarding Esperanto schools abroad.

Esperanto as an Examination Subject

Miss Nixon detailed the difficulties of introducing Esperanto into Secondary Schools and the necessity for this purpose of getting it allowed as an examination subject. A specimen syllabus had been drawn up, and a set of suggested papers sent out to various interested educationists for criticism. The replies were beginning to come in, and the matter would receive further consideration in the light of the criticisms received.

The next step would appear to be for some school to come forward with a request for permission to send in candidates for Esperanto as a recognised subject.

The suggestion had been made that Esperanto might be recognised as a post-certificate subject; this opened out a new line of thought.

A vote of thanks to the Chairman, which was carried unanimously, concluded the proceedings.

L.C.C. AND ESPERANTO

As we go to press there comes to hand a report of the Education Committee of the London County Council on its investigation into the possibility of introducing Esperanto into London schools.

Details will be given in our March issue.

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LA CSEH-METODO POR INFANKURSOJ

DE MARGARETE SAXL

LA demando: kiel gvidi Esperanto-kursojn por infanoj? Okupis min jam tuj post mia Esperantistiĝo antaŭ ok jaroj. Tiam mi ankoraŭ instruis fremdajn naciajn lingvojn en Berlino.

Ankaŭ en mia alilingva instruado mi preferis la rektan metodon—do sen uzo de la gepatra lingvo. Mi ĉiam konstatis, ke laŭ ĝi la gelernantoj lernas pli rapide pensi kaj paroli en la lingvo lernata. Pleje mi aplikis en mia lingva instruado la konatan Berlitz-metodon. Ĝi estas uzebla nur por plenkreskuloj.

Por Esperanto-kursoj al infanoj ekzistas pluraj rekt-metodaj lernolibroj. Kelkaj el ili estas tre praktikaj kaj allogaj por infanoj. Sed preskaŭ ĉiuj tute sensisteme kompilas la instruotan materialon. Ili miksas tre malfacilajn partojn inter la facilajojn de la komenco kaj uzas multajn antaŭe ne pritrakitajn vortojn. Tiamaniere la traduko en la gepatran lingvon fariĝas neevitebla, eĉ absolute necesa. Sed ĉu tiam oni rajtas paroli pri “rekta metodo”?

Feliĉaj estas ni Esperantistoj, ĉar ni jam posedas metodon, kiu evitas la ĵus menciitajn malbonaĵojn, nome: **la Cseh-metodon.**

La Cseh-metodo en si mem estas treege taŭga por infanoj. Laŭ lernolibro—ĉu rektmetoda aŭ nereakta—oni neniam povas atingi tion, kion donas la Cseh-metodo: tute sisteme, laŭorde kaj konsekvence konduki la lernantaron de unu punkto al la alia, gradigi la instruotan materialon sentrue kaj seninterrompe, meti brikon post briko—ĝis kiam la tuta domo estas preskaŭ preta.

Unu el la sekretoj de la sukceso en la Cseh-kursoj konsistas en la gaja atmosfero, kiun la instruisto povas krei, kaj kiu rezultiĝas el la agrabla konversacio inter instruisto kaj lernanto pri aferoj, kiuj tuŝas la animon de la kursanoj; pri iliaj ĉiutagaj interesoj tiu flanko de la Cseh-kurso multe allogas ankaŭ la infanojn. Tamen la instruisto devas esti pli severa en tiaj kursoj ol en kursoj por plenkreskuloj. La gajeco de la feliĉaj infanoj ofte ne konas limojn, kaj la instruisto devas fari grandan streĉon, por teni la disciplinon.

En mia naskiĝurbo Berlino mi gvidis ok kursojn por infanoj kaj gejunuloj. Ili ne estis “puraj” Cseh-kursoj, ĉar tiam mi ankoraŭ ne tre bone konis tiun metodon.

Dum mia kvarjara eksterlanda agado mi gvidis kvar Cseh-metodajn infankursojn. Do entute mi instruis en **12 kursoj por infanoj.** En ili partoprenis geknaboj de **12-14 jaroj.** Preskaŭ ĉiuj vizitis la elementajn lernejojn kaj ne sciis aliajn lingvojn. Mirinde estas, ke tiuj infanoj dum 4-5 monatoj—eĉ en la printempo—oferis sian ununuran liberan posttagmezon, por **senescepte** kaj nedevige veni al la Esperanto-kurso. En la pasinta jaro partoprenis en mia kurso en Leeuwarden (Frislando) 40 geknaboj. Dum la oficiala finleciono, kiun ĉeestis i. a. ĵurnalistoj, delegitoj de diversaj instruistaj organizaĵoj kaj la instruskabeno, montriĝis, ke la infanoj en la daŭro de kvar monatoj faris bonegajn progresojn.

En mia nunjara infan-kurso en la sama nederlanda urbo (Leeuwarden) ĉe la fino de la unua kursduono mi aranĝis malgrandan ekzamenon skriban kaj buŝan. La rezulto estis tre gojiga. Nur unu el la 26 partoprenintoj montris nesufiĉan scion pri la lernita materialo; 17 atingis bonajn poentojn kaj 8 gajnis premietojn pro tre bona rezulto. La taskojn kontrolis ne nur mi sed aliaj geinstruistoj. Ĉe la kursfino la infanoj faros la duan ekzameneton.

Volonte mi aldonas ĉi tie kelkajn konsilojn rilate al la gvidado de Cseh-metodaj infankursoj:

1. **Ne daŭre apliku la ĥoran respondadon!** Limigu ĝin! **Tre ofte** faru al la infanoj apartajn demandojn!

La komuna respondado certe estas bona ankaŭ en infankursoj, ĉar ĝi kuraĝigas la timemulojn. Sed ĝia troa aplikado provokas petolemon kaj malgrandigas la atenton de la infanoj.

2. **Kantadu** kun la infanoj! En ĉiuj landoj ili tre ŝatas tion. Jam en la unua leciono ili povas lerni la simplan ĉen-kanton, konsistantan el nur tri vortoj: “Esperanto, Esperanto, vivu ĝi, vivu ĝi!”

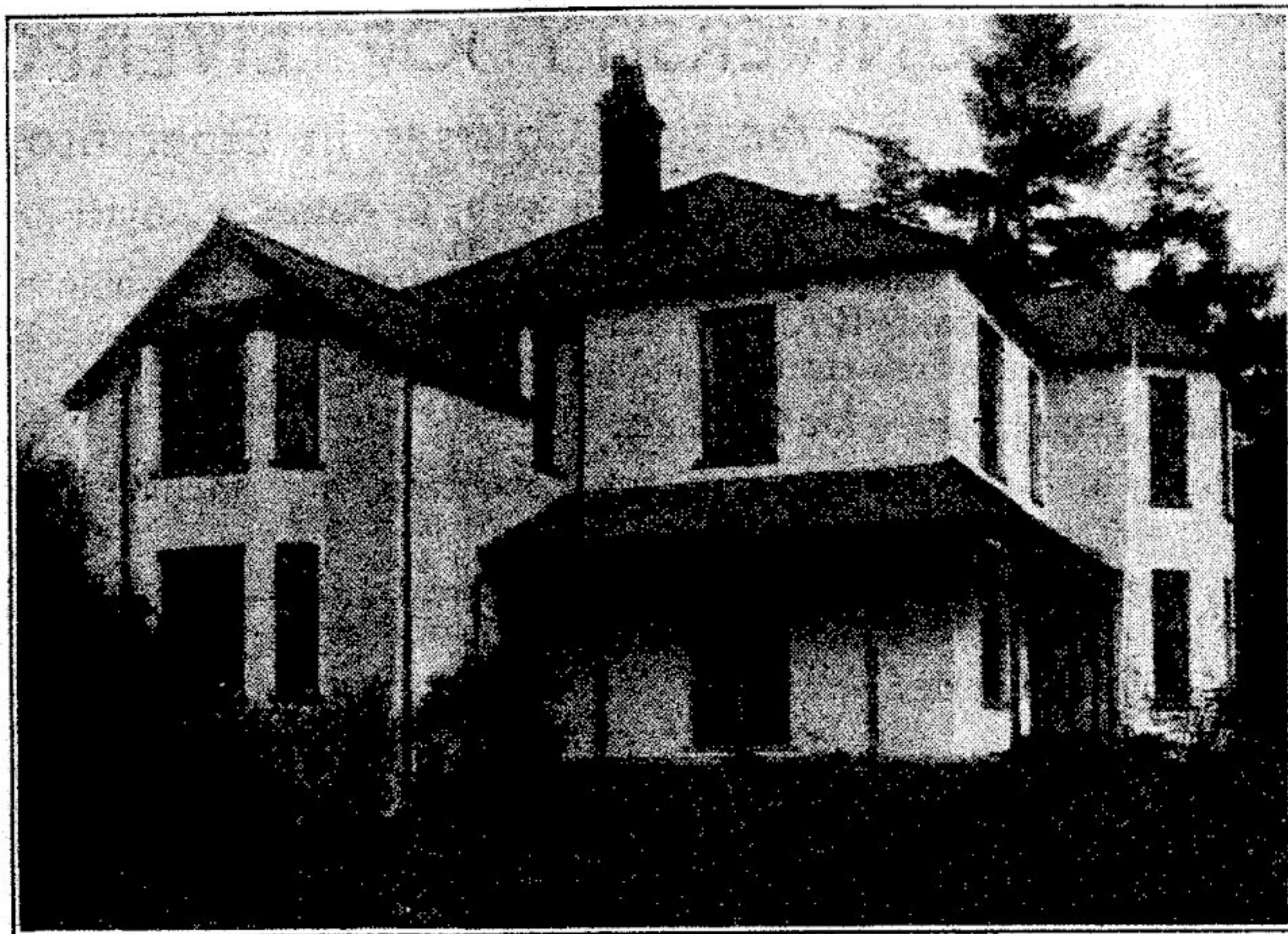
Poste vi povas preni simplajn infankantojn kun konataj melodioj. Ekzistas de nederlanda samideanino verkitaj kantetoj adaptitaj al la kursaj vortoj.

3. Kelkfoje aranĝu **ludetojn** en la paŭzo aŭ ĉe la fino de la leciono. Modelojn vi trovas en la libro: *Gajaj Vesperoj* de Carl Walter.

4. Rakontu al la infanoj pri la vivo en

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en Heronsgate,
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La Domo estas vizitebla la unuan kaj trian semajnfinojn en ĉiu monato. Oni petas limigon de vizitoj al tiuj tempoj.



aliaj landoj, pri la edukado de samaĝuloj tie, pri la disvastiĝo de Esperanto inter la junularo !

5. Post dumonata instruado vi povas jam instigi la infanojn al **korespondado** kun gesamideanetoj en diversaj landoj. Metu anoncon en la Esperanto-gazetaron kaj aranĝu letertagon !

En ĉi tiu somero oni faris en Nederlando interesan eksperimenton : kelkaj frisaj geknaboj, kiuj partoprenis en mia infankurso, per tre malmultekosta aŭtobusa karavano vizitis siajn gekorespondantojn en Danujo, dum danaj infanoj venis al Frislando. Ambaŭflanke ili estis kore kaj gastame akceptataj en la samideanaj hejmoj. Ili ĝuis neforgeseblan libertempon, el kiu ili ĉiurilate multe profitis.

Tian **infaninterŝanĝon**, kiun multaj lernejoj diverslandaj jam de pluraj jaroj sukcese aranĝas pere de la germana, franca, angla lingvoj, la **tutmonda Esperantistaro devus grandskale organizi por la Esperanton lernantaj infanoj**. Espereble forta internacia Esperanto-organizaĵo sukcesos solvi tiun problemon iam.

Certe ĝi estas grava, ĉar per tia infaninterŝanĝo Esperantista ni povos montri al niaj kontraŭuloj la praktikan valoron de nia afero por la junularo.

Per la Esperanto-instruado al infanoj multaj perspektivoj malfermiĝas antaŭ ni ; perspektivoj, kiuj montriĝos benportaj kaj fruktodonaj.

Tial ni aranĝu kiel eble plej multajn kursojn por infanoj. Ni eduku nian junul-

aron en la vera senco de interpopola amo, paco kaj harmonio ! Ni faru nian eblon, por ke la infanoj de la tuta mondo ekkonu sin reciproke.

Ĉar konsciu pri tio : La infanoj de hodiaŭ estas la respondecaj ŝtatanoj de morgaŭ !

JUBILEA KONKURSO

Manuskriptoj por la Jubilea Konkursio devas atingi la oficejon de B.E.A. antaŭ la 28a de februaro, 1937.

Ni ripetas la kondiĉojn :—**Temo** : "50 Jaroj—kaj nun ?" **Longeco** : 1000–1500 vortoj. Nur **membroj de B.E.A.** rajtas partopreni.

MISS WILKINSON'S REPORT (see page 18).

I use a mixed method of "Cseh" direct teaching and ordinary text-book work (*Esperanto for Beginners*). We read, sing, use elementary conversation and, as soon as may be, begin correspondence.

So far we have corresponded either by co-operative letters, individual postcards, or individual letters, with Sweden, France, Poland, Austria, Germany, Holland, Czecho-Slovakia, Portugal, Canada and Japan.

With so many girls (about 150) the problem of finding sufficient and suitable correspondents is a real one. I use advertisements and contacts through Congresses, but I need help badly.

The girls are very interested and we make collections of stamps from the various countries. Albums of Art Work have been exchanged with foreign schools. Interest in Geography and Language construction has been developed, while to my mind, the infinitely greater benefits of friendly sympathy with foreigners and a realisation of similar tastes, interests and emotions are growing steadily.

UNIVERSITY OF LIVERPOOL

Vacation Courses in Esperanto

Tuesday, March 30th, to Saturday, April 3rd.

The courses are under the direction of Professor W. E. Collinson, M.A., Ph.D., assisted by Miss V. C. Nixon, B.A., and Mr. M. C. Butler, M.R.S.T. (Education Secretary to the British Esperanto Association).

(1) **Elementary Course for Teachers.**

Fee £1-1-0.

This will cover the elements of Esperanto, and include oral practice and written exercises.

Roston's Rapid Esperanto Course (published by the Linguaphone Institute) will be taken as a text-book. Every student should obtain a copy, price 6d.

(2) **Advanced Course.**

Fee £1-1-0.

A knowledge of either Newell's Concise Course in Esperanto (1/6), or Butler's Step by Step in Esperanto (1/6) will be taken as the basis. The lectures will as a rule be given in Esperanto, and the topics dealt with will include the present organisation of the Esperanto movement and Esperanto Literature during the last ten years.

In both courses the sessions will be :—

Tuesday, Wednesday, Thursday, Friday	..	10.0 a.m.—1.0 p.m.
Saturday	..	10.0 a.m.—12.0 noon.
Tuesday, Wednesday, Thursday, Friday	..	2.30 p.m.—4.0 p.m.

Entries (together with fee) should be sent by March 8th to the Local Secretary :—

Miss Weightman, Gorsefield, Hall Road E., Blundellsands, Liverpool.

Text-books are obtainable, adding 10% for postage, from the British Esperanto Association, 142, High Holborn, London, W.C.1.

R.S.A. ESPERANTO EXAMINATIONS, 1937

The Esperanto examinations of the Royal Society of Arts will take place this year on Tuesday, June 1st (Elementary Stage), 7-9 p.m., and Friday, June 4th (Intermediate Stage), 7-10 p.m. **It is of the greatest importance to secure a good entry.**

Fees : Stage II. (Intermediate), 4/- ; Stage I. (Elementary), 2/6. A local fee (usually 1/-) may be charged in addition. London Candidates : 5/- Intermediate, 3/6 Elementary. It is not necessary to pass in Stage I. before entering for Stage II. A candidate may enter for both Stages.

Entries must be sent in through a recognised Local Centre.

Outside London.—Entries must reach Local Secretaries not later than Thursday, April 15th. Late entries, with an additional fee of 1/- per entry, will be received up to April 28th.

London.—All London examinations are controlled by the Education Committee of the L.C.C. Entry forms are obtainable in February, and may be obtained from the Education Officer (G.P.1), County Hall, London, S.E.1, and must be returned to him by April 1st. Late entries will be accepted up to April 28th, subject to an additional fee of 2/-. An effort will be made for candidates to sit at their own centres.

A *Syllabus* giving full details of Local Centres may be obtained for 4½d. post free, and a copy of the examination papers set in 1936, with the examiner's reports (which form most instructive reading) and the requirements for 1937, may be obtained for 4½d. post free (ask for Examination Pamphlet No. VI.) from the Examinations Officer, Royal Society of Arts, John Street, Adelphi, London, W.C.2.

Do not address correspondence on these examinations to the B.E.A.

Examinations in 1936.—*Intermediate* : 1st Class, 15 ; 2nd Class, 10 ; Fail, 4. *Elementary* : Passed with credit, 19 ; Passed, 9 ; Fail, 4. **Total** : 61 (Pass, 53 ; Fail, 8).

SCHOOL CORRESPONDENCE IN ESPERANTO

Summary of a report prepared for the Education Committee of the British Esperanto Association.

ONE of the chief claims made by those who advocate the teaching of Esperanto in schools is that in a comparatively short time the language becomes a direct means of contact between boys and girls of various nationalities. Once this personal relationship has been established, it is argued, many advantages are derived, ranging from such minor but instructive matters as the acquisition of postage stamps and picture postcards, to the exchange of ideas on subjects of personal or public interest and the building up of conceptions of the national life of other countries.

This first-hand information is accessible not only to pupils in secondary schools, but also to those in elementary schools who are not likely to learn any foreign language during their school life. Although correspondence in Esperanto has been going on for many years between boys and girls in different countries, no attempt seems to have been made hitherto to estimate the value of the experience thus gained, or to summarise it in such a form as to make it available to teachers and educationists. The Education Committee of the British Esperanto Association therefore decided to make a beginning in this direction, and it was arranged that pupils in certain schools in England where Esperanto was fairly well established should be asked to write short essays in English entitled "My Esperanto Correspondent."

Essays of sufficient utility have so far been received from the four following schools, in each of which Esperanto is part of the curriculum:—

- (1) A Girls' Secondary School.
- (2) and (3) Two Boys' Elementary Schools.
- (4) A Girls' Day Continuation School.

(1) In this school, Esperanto is taught for a year to Form I as a preparation for French. The class has daily lessons of 35 minutes. Correspondence is begun after about two terms' teaching. Thirteen essays were received from Form I, the age-range of the writers being from 11/9 to 12/8. The thirteen girls had made sixteen direct contacts with foreign countries, viz., Spain 6, France 5, Switzerland 3, Austria and Denmark 1 each. Three of the pupils had two correspondents each, in

different countries. Judging from the essays, the correspondence dealt mainly with personal matters, such as age and appearance, and with family and school subjects. Sport and local features are mentioned, and school magazines illustrated by drawings were received and appreciated.

In the case of Forms II, III and IV, the pupils (age-range 12/10 to 15/3) had ceased the formal study of Esperanto and were learning French, but their Esperanto correspondence was still being encouraged and assisted. Some thirty-eight essays were received from these Forms. In Form II, fifteen girls had made 31 contacts; in Form III, ten had made 29, and in Form IV thirteen had made 36. In addition to the countries mentioned under Form I, the girls in these three higher Forms had corresponded with Czecho-Slovakia, Germany, Holland, Russia, Sweden, Portugal, Poland, Finland, Japan, Norway and Estonia; and most of them had correspondents in two or more different countries. Their interests were mainly home circumstances, everyday life, hobbies and pastimes, scenery, and matters of local interest.

Girls in this school thus sent in over fifty essays, and the writers, in all, had made contacts with sixteen countries. In some cases pressure of examination work was given as an obstacle to more intensive or continued correspondence, and this hindrance became serious when the pupils reached a higher status than that of Form IV, so that essays were not available from the upper Forms.

(2) In this school there was a three-years' course in Esperanto, the time spent on it being 1½ hours weekly. The boys were aged from 11 to 14 and came from poor homes. Nine essays were sent in by boys ranging in age from 12/9 to 14, who had been learning the language for about two years: they had made contacts as follows: Germany 11, Russia 4, Portugal 2, Denmark, Sweden, Hungary and Spain 1 each. The essays show interest in school, personal and family affairs (*e.g.*, occupation of parents), games, and local features. Admiration is expressed for drawings; exchanges of stamps, postcards and photographs were effected.

Two essays were received from former pupils at the school, aged 17 and 20 respectively. The latter mentioned correspondents in Hungary, Argentina, Australia and Japan, and was still writing to a Dane with whom he had started corresponding six years previously.

(3) In this school Esperanto was being taught, for two hours weekly, to boys aged 12 to 14 from a poor district. Eight essays were received, some of them from boys who had only been learning the language for nine months. The essays of two boys who had been learning for two years were analysed. Each had a correspondent in Sweden; they refer to information about climate and geographical features, and to the receipt of postcard views of beautiful buildings.

(4) In this school Esperanto is an optional subject for girls of 16 years of age, and may be taken for a year with the possibility of a second year to follow. The lessons last $1\frac{3}{4}$ hours and are held once a week. Twelve essays were received from girls aged 16 to 18, of whom eleven had been learning Esperanto for about nine months only, and the other for two years. In all, they had made at least 22 contacts, viz., France 4, Sweden, Holland and Japan 3 each, Denmark 2, Hungary, Austria, Germany, Spain, Yugo-Slavia, Bulgaria and Indo-China 1 each.

The essays, as might be expected, were more critical than those of the younger pupils in the three schools already mentioned, and evinced much interest in personality. In nearly all cases there are references to occupations, such as bank-clerk, teacher, student, radio-mechanic, factory worker. The topics mentioned include personal appearance, family life, social conditions, sport, amusements (especially the cinema and radio), religion, politics, education, and the locality concerned. Newspapers, magazines and books had been exchanged, as well as picture postcards and photographs.

One other girl in this school (whose contacts are not included in the above list) sent in a collection of essays, giving detailed accounts of her foreign friends and quotations from their letters. She had obtained no less than forty correspondents, but had had to cut them down to twenty on account of the expenditure of time and postage involved. The countries concerned were Austria, Germany, Japan, France, Sweden, Rumania, Spain, Norway, Italy,

Holland and Latvia. This girl had originally had only an elementary education, and knew no foreign language.

In the case of School No. 4 mention was made of a meeting of six girls who had correspondents in Japan (although some of them sent in no essays), the object being to collect the ideas they had gained about that country. This method, which could easily have been extended to other countries, is suggestive of the valuable uses to which the material obtained by school correspondence in Esperanto may be put.

Experience goes to show that difficulties encountered in the establishment of permanent correspondence with foreign countries are:—lack of time for supervision, and eagerness to express ideas for which vocabulary is at the time inadequate,—with consequent inaccuracy, and subsequent discouragement. With a view to overcoming this, one teacher chose subjects for correspondence in accordance with an agreed plan; the letters were written in class, corrected and re-written, then sent by the individual pupils. Another teacher organised an international club after school hours, with very satisfactory results.

It is apparent that young writers do not set out systematically to gain knowledge of foreign lands, but nevertheless a large amount of material has been acquired from many parts of the world and has been utilised in class and school exhibitions.

In conclusion, attention may be drawn to the fact that with all the limitations of time, curricula, expense and so on, it is possible for pupils to make contacts with foreign lands (and often several at the same time, or successively) which would never be feasible for most of the boys and girls concerned without a knowledge of Esperanto, and in other cases would seldom, in actual fact, be obtained.

Whilst, therefore, Esperanto in no way aims at discouraging study of modern national languages (but rather the reverse), it offers a more immediate and practicable means of personal approach to the world at large; and this, moreover, to boys and girls in schools where foreign tongues are in any case not part of the curriculum.

Note.—Readers interested should apply to the British Esperanto Association, 142 High Holborn, London, W.C.1, for copies of the leaflets *The Educational Value of Esperanto* and *Esperanto in the School*.



ESPERANTA RADIOPROGRAMO—FEBRUARO 1937

Tago kaj Dato.	Horo.	Stacio.	Ondlongo Metroj.	Potenco. Kv.	Pro- gramo.
Dimanĉo : 7, 14, 21, 28	09.00–09.15	Radio-Kortrijk	204	.1	P.
21	09.15–09.45	Motala kaj ĉiuj svedaj stacioj.	1389	150	P.
7, 14, 21, 28	09.40–10.00	Lille	247	60	P.K.I.
7, 14, 21, 28	13.00–13.15	Funchal CT3AQ	75	—	I.
21	20.30–21.00	Tallinn	410	20	P.
7, 14, 21, 28	21.20–22.20	Leningrad	1293	100	P.
7, 21	22.40–23.00	Hilversum	301	60	P.
Lundo : 1, 8, 15, 22	17.30–17.35	Sottens	443	100	K.
1, 8, 15, 22	18.30–18.50	Lyon	215	25	K.
1, 8, 15, 22	21.00–** **	Radio-Normandie	269	10	P.
Mardo : 2, 9, 16, 23	17.00–17.10	Moravska-Ostrava	269	11	P.
2, 9, 16, 23	18.20–18.40	Hilversum	301	60	K.
2, 9, 16, 23	19.00–19.10	Tallinn	410	20	I.
2, 9, 16, 23	22.30–22.45	Rio de Janeiro PRF	31.58	15	I.
Merkredo : 3, 10, 17, 24	14.00–14.20	Paris PTT kaj relajsoj	431	120	K.
3, 10, 17, 24	20.30–20.45	Funchal CT3AQ	75	—	I.
3, 10, 17, 24	21.50–22.20	Leningrad	1293	100	P.
3, 10, 17, 24	23.30–24.00	Barcelona	42.88	—	I.
Ĵaŭdo : 4, 11, 18, 25	20.45–21.00	Kaunas	1961	7	P.
4	21.15–22.15	Praha kaj relajsoj	470	120	Esperanta Horeto.
5, 12, 19, 26	20.30–20.45	Funchal CT3AQ	75	—	I.
Vendredo : 5, 12, 19, 26	21.50–22.20	Leningrad	1293	100	P.
6, 20	ĉirkaŭ 16.40	Hilversum	1875	100	P.
Sabato : 6, 20	ĉirkaŭ 17.10	Hilversum	301	60	P.
6, 13, 20, 27	18.05–18.20	Roma	31.13	—	P.
6, 20	20.05–20.15	Lyon-la-Doua	463	100	P.
6, 13, 20, 27	23.00–23.30	Barcelona	42.88	—	I.

KODO : I=Informoj. K=Kurso. P=Parolado.

ESPERANTO VIVAS EN GERMANUJO

LAŭ postulo de la polico la Esperantaj organizoj en Germanujo devis ĉesigi la laboron. Kontraŭe la uzado de Esperanto, la portado de la verda stelo, aranĝo de kursoj, ktp. estas permesataj.

Komercista Esperanto-Unio ankaŭ estis devigata likvidiĝi. KEU decidis la likvidadon kaj samtempe protestis. Al la ĉefo de la polico en Berlin KEU sendis kopiojn de laŭdaj kaj aprobaj leteroj ricevita de ministeriejoj kaj aliaj oficialaj institucioj. La polico tute komprenis la gravecon de nia laboro kaj per dekreto de 7.9.1936 permesis *la daŭrigon de la laboro*.

Ni treege ĝojas pri tiu sukceso kaj kun vera plezuro ni hodiaŭ informas pri tio niajn eksterlandajn amikojn.

Ni esperas, ke la samideanoj en la tuta mondo komprenos la gravecon de tiu sukceso. Ni ankaŭ esperas, ke ĉiuj nun subtenos nin per ĉiuj fortoj, ĉar ni tute nature nun devas montri per faktoj, ke la decido de la polico estis prava.

Se ni povos montri al la ekonomia ministrejo peradojn de multegaj mendoj, oni ŝatos, priatentos kaj certe subtenos nin. Nur per tio ni povos reatingi la perditan teritorion en Germanujo. Estu certaj, ke ni agos tute prudente kaj celkonscie. Tamen, la ĉefa afero estas la subteno per la eksterlandaj samideanoj.

KOMERCISTA ESPERANTO-UNIO.
Dresden-Radebeul,
Friedrich August Str. 4.

From Near □ □ . □ □ □ □ and Far

World-wide Competition. — The New History Society (132 East 65th Street, New York) is offering prizes totalling \$5000 to the entire population of the Globe for the best papers of not more than 2,000 words on the subject: "How can the People of the World achieve Disarmament." The closing date is May 1st, 1937.

The essays may be written in any of twelve languages, which do not include Esperanto. On the other hand a questionnaire issued in connection with the competition invites an opinion on the International Language problem. Copies of the prospectus and questionnaire may be obtained from the B.E.A. office (post ½d.)

Spain.—During the course of the Civil War a considerable amount of propaganda literature has been issued in Esperanto by the supporters of the Spanish Government.

Informa Bulteno is published twice weekly by the C.N.T. and F.A.I., Avenida B. Durruti, 32 y 34, Barcelona. *Popola Fronto* is a well-printed bi-monthly journal published by the Workers' Esperanto Group in Valencia; address: Mar 25, Valencia. In January of this year the Propaganda Commissariat of the Generalitat de Catalunya commenced the publication of a regular press communiqué in Esperanto; address: Avinguda 14 d'Abril, 442 bis, Barcelona.

An international reply coupon will bring a specimen copy of any of these publications.

Tourist Literature.—Among the numerous Guide-books in Esperanto that have recently appeared, three of the latest are of outstanding interest: (a) *Albumo de Wien*, 96 pp., 106 pictures, from R. Lechner (Wilh. Müller), Wien I, price not quoted, a fine volume for a gift; (b) *Tra Italujo*, a special number (now exhausted) of the State Railway production *Italia*, with 50 pp. of beautifully reproduced illustrations of Italian life and art — both luxuriously produced, and with text in Esperanto; and (c) *Gvidlibro pri Rio de Janeiro*, an 82-page book with articles on Brazilian geography, and the life of the capital, with numerous full-page pictures, including

reproductions of the Esperanto Correspondence Cards recently issued by the Brazilian Post Office, and other things of Esperanto interest. This was published by the State Press at the cost of the Ministry for Foreign Affairs on the occasion of the Brazilian Esperanto Congress held in Rio last November.

□ □ In the Car □ □

Nov.

- 9, **Brigg.** The Grammar School.
- 10, **Brigg.** High School for Girls.
- Alford.** Esperanto Group.
- 11, **Gainsborough.** High School for Girls.
- 13, **Bramhall.** L.N.U. Pioneers.
- 17, **Crewe.** Cheshire County Training College.
Teachers' Meeting in local school.

Dec.

- 1, **Portsmouth.** Northern Secondary School.
Esperanto Group Propaganda meeting.
- 3, **Dudley.** The Grammar School.
- 4, **Coventry.** Stoke Lodge School.
- 5, **Cheltenham.** Group Examinations.
- 8, **Warrington.** Oakwood Avenue Girls' School.
- Liverpool.** The Collegiate School for Boys.
- 9, **Warrington.** St. Ann's School.
Silver St. Sschool.
- 10, **Bewsey Senior Boys' School.**
Bewsey Junior Mixed School.
Bewsey Senior Girls' School.
- 12, **Gateshead.** N.E. Federation.
- 13, **Gateshead Brotherhood.**
- 14, **Emmaville.** The Junior School.
- Durham.** Neville's Cross Junior School.
Durham House Settlement.
- 16, **St. Helen's.** Cowley School for Boys.
- 17, **London.** Highbury County School.

The three schools in Lincolnshire were all fresh ground, and great interest was shown.

In Crewe some 200 students heard a demonstration lesson given to a class of 40 children brought by omnibus for the occasion: the Principal said that he would always be ready to arrange a repeat visit. In the evening 30 teachers heard a lesson to another specimen class, the arrangements being made by the Director of Education.

In Portsmouth 300 boys heard a lesson, and 80 came to the evening meeting for a second dose. In Dudley we had 350 boys, and a very friendly reception from the Head.

The six schools in Warrington were arranged by Mr. F. S. Lewis, a local teacher; to whom sincere thanks are due. The two Bewsey Senior schools provided an audience of 400 in each school: the children were wonderfully interested: incidentally, some 20 teachers were present.

At Liverpool 350 senior boys were a most inspiring audience: here one of the teachers is interested, and may form a group.

The Federation meeting at Gateshead was small, probably owing to the bad weather, but some 150 attended the Brotherhood meeting.

At all the schools visited books were sold, and considerable interest was shown. In several cases Esperantists were found among the staff, and several classes have been started as a result of the visits paid.

AROUND BRITAIN IN 1936

IN the past two years, especially in 1936, our Education Secretary has been considerably freed from routine work in order to enable him to arrange propaganda visits up and down the country, and particularly in schools. The following figures may be interesting for comparison:—

	Schools.	Other Meetings.	Total.
1931 ..	4	?	
1932 ..	21	56	77
1933 ..	35	55	90
1934 ..	82	101	183
1935 ..	101	61	162
1936 ..	159	59	218

It will be noticed that the work in schools has steadily grown. It is by no means easy to get an invitation, but there is now a large and increasing amount of understanding and interest, formerly lacking; and requests for a lecture are now beginning to come in spontaneously. Moreover, the large majority of schools now visited are secondary, and the audiences large: formerly the reverse was the case.

The "other meetings" in 1932-4 were largely group and federation meetings of Esperantists: in 1935, and especially in 1936, they were for the most part propaganda lectures given to non-Esperantists. Some groups have given splendid help in arrangement of meetings, but unfortunately they are in an honourable minority.

In 1936, at the 159 schools visited, the audiences totalled 21,290 children and 725 teachers: average attendance, 139. At the 59 other meetings the attendance was 1,690, average 28.

At the schools 9,500 copies of *Esperanto for Beginners* were left on sale or return. Of these the large majority were sold: some were returned, but additional copies

were ordered. Probably net sales were 8,000 (£66). At other meetings sales were £17, totalling £83. Donations received *en route* towards expenses (mostly from schools) were £6. What further sales and membership applications have resulted indirectly, there is no means of knowing. Certainly a number of groups and classes have been formed.

In any case, a far more important matter than mere sales is the fact that 8,000 seeds have been planted in as many homes, in entirely fresh soil: that some 20,000 children have made a practical start in learning the language, and have enjoyed it; and that a real interest has been awakened in thousands of young minds (many of those addressed were young people of matriculation or post-matriculation standard). Still more, that 700 teachers have had a practical demonstration of the ease and fascination of Esperanto, and will retain a friendly interest in the language. And many of these will be Heads and Inspectors with a voice in educational affairs in years to come.

Owing to the fact that the new arrangements have enabled tours to be arranged well beforehand, it has been possible in 1936 to do this greatly increased amount of work with a somewhat lower expenditure. Unfortunately, however, donations earmarked for this work have also decreased. In the present state of our finances it is not possible to carry on this work at a loss, and its continuance is entirely dependent on support received for the purpose. At the present moment, unless and until further help is forthcoming, it will be necessary—instead of extending the work, and taking advantage of the openings now presenting themselves in an unprecedented manner as the result of recent efforts—to curtail it very considerably, and for a time to accept only such engagements as are already made, or are of unusual importance, or for which expenses are met by those inviting a lecturer.

It is for members to decide, by the amount of support they give to the Car and Propaganda Fund, whether they concur in this provisional decision, or whether they wish the work to be continued. It should be noted, in this connection, that it is easy, by delay, to close doors now open as a result of considerable knocking; but that it may not be easy to reopen them when the opportunity has been allowed to pass.

POPULARA ESPERANTO - BIBLIOTEKO

Bonaj libroj, bele eldonitaj kaj binditaj, prezo nur
3ŝ. 6p. plus afranko 6p.

La jenaj libroj jam aperis :

- | | |
|------------------------------------|-----------------------------------------|
| 1. LA VIRO EL FRANCUJO. | Ivans (W. Versteeg Graftdijk). |
| 2. QUO VADIS (Vol. I). | H. Sienkiewicz (Lidja Zamenhof). |
| 3. QUO VADIS (Vol. II). | H. Sienkiewicz (Lidja Zamenhof). |
| 4. ŜI. | Rider Haggard (G. J. Degenkamp). |
| 5. FANNY. | Edna Ferber (Berno Fabo). |
| 6. RIĈA KAJ SEN MONO. | E. P. Oppenheim (F. E. Wadham). |
| 7. LA ORA ŜTUPARO. | E. P. Oppenheim (Romford Esp. Societo). |
| 8. LUNO DE IZRAEL. | Rider Haggard (Payson kaj Butler). |
| 9. PINOKJO. | C. Collodi (M. Marchesi). |
| 10. LA DORMANTO VEKIĜAS. | H. G. Wells (A. F. Milward). |
| 11. PETROLO (Vol. I). | Upton Sinclair (W. Bailey). |
| 12. PETROLO (Vol. II). | Upton Sinclair (W. Bailey). |
| 13. LA AVENTUROJ DE MARTENO DRAKE. | G. Norway (W. Severn). |

Aliaj sekvos po du dum ĉiu jaro.

Eldonitaj de

THE ESPERANTO PUBLISHING COMPANY Ltd.

Aĉetebraj ĉe

BRITA ESPERANTISTA ASOCIO

142, HIGH HOLBORN, LONDON, W.C.1.

KAJ ĈIU ESPERANTA LIBROVENDISTO.

Our Bookshelf

Books starred are stocked by the B.E.A. Others should be ordered not from the B.E.A. but from the address given. Postage extra.

***Koro.**—*Libro por Knaboj.* Edmondo de Amicis. Tradukita el la itala lingvo de ★. Eldonis A. Paolet. 320 pp. Bind. 4ŝ. 9p.; Broŝ. 3ŝ. 6p.

Kiom da knaboj, tiom da gustoj. Rilate al *Koro*, mi nur scias, ke ne multaj el la knaboj konataj de mi legus la tutan libron. Eble tio estas bedaŭrinda; tamen, jen fakto. La moderna knabo preferas ion ekscitan kaj aventuroplenan, sen moraligaj aludoj. *Koro* forte rememorigas al ni la premiojn donacitajn en anglaj dimanĉaj lernejoj antaŭ tridek jaroj, dum la nuntempa knabo ne havas inklinon al moraligemaj rakontoj.

Mi ne intencas diri per tio, ke *Koro* ne estas leginda; ĝi ja estas. Ĝi konsistas el multaj interesaj kaj agrablaj legaĵoj en la formo de taglibro, kaj ampleksas tre diversajn temojn. Tial, ke la ĉapitroj estas mallongaj, la libro aparte taŭgas kiel legolibro por klasoj. La stilo estas plejparte facila, bildoplena, kaj viva, kaj pro la diverseco de la homoj kaj de la okazaĵoj priskribitaj ĉiu leganto trovos ion interesan. Jen kial oni ne miras, legante, ke jam vendiĝis 1,822,000 ekzempleroj en la itala lingvo. La taglibro estas tiu de itala lerneĵano, kiu vivigas antaŭ ni siajn instruistojn, instruistinojn, kaj aliajn gekonatojn. Jen homoj noblaj kaj altanimaj; jen la insultemulo kaj la bravulo, kun iliaj karakterizaj trajtoj.

La anonima tradukinto sukcesis liveri al ni interesan priskribon de la vivo. La "monataj rakontoj" estas impresaj, realecaj, kaj iafoje kortuŝaj, kaj ĉiu havas instruan celon. El la vivoj de famaj italoj eltiriĝas lecionoj pri la amo al la patrolando, civitanismo, k.t.p., kaj laŭdiĝas ne nur militistoj, sed ankaŭ herooj alispecaj. Inter aliaj, troviĝas lecionoj pri Garibaldi, Cavour, la Reĝo Umberto, kaj Mazzini.

Moralan instruon ankaŭ enhavas la admonaj leteroj de la gepatroj. Ĉi tiuj leteroj, skribitaj kun amema sento, estas iom emociaj, en multaj lokoj eĉ sentiment-alaj, sed entute donas ampleksan kodon pri laŭdinda konduto.

Al la plenaĝulo, kiu emas idealigi knabojn, la libro aparte plaĉos, kaj vekos simpatian korsenton.

Lingve ĝi estas bona; tamen troviĝas kritikindaĵoj.

Ne multajn preserarojn mi trafis, sed ankoraŭ unu fojon mi plendas pri la malbela transporto de vortoj. Ofendas la okulojn tiaj monstraĵoj kiaj *monko—lekton*, *lig—nosplitojn*, *majska—rabojn*, k.a.

Koro tamen, malgraŭ neperfektaĵoj, meritas diskonigon pro la vivoveraj portretoj de la roluloj, kaj pro la bildo, kiun ĝi prezentas al ni, pri Italujo en la dek-naŭa jarcento.

W. S.

***Juneca Ardo.**—*Originale verkis N. Bartelmes.* Eldona Fakto de S.A.T. 120 pp., broŝ. 1ŝ. 9p.

En la nunaj tagoj multaj homoj kredas vidi la eklipson de la internacia socialista movado, kaj tion konstatante, ili forlasas la batalvicojn, perdinte esperon. Ĝuste sama impresio sin trudis antaŭ kelkaj jaroj al la aŭtoro de ĉi tiu novelo, kiu prezentas lian sopireman rerigardon en la feliĉan pasintecon, kiam li laboradis plenforte inter la germanaj kamaradoj.

En tiu kadro disvolviĝas la rakonto pri la enamiĝo kaj la daŭra amikeco inter du knaboj, kiuj unuafoje renkontiĝis en ruĝjunula libertempejo, kaj kies kunlaborado por la celoj de la klasbatalo ombris ĉion alian en iliaj vivoj. Ĉe tia tendenco verko, la literatura efiko ofte devas cedi antaŭ la propaganda, sed ĉi tie estas rimarkinde, ke la aŭtoro, ne perdante la fadenon de la revolucia movado, tamen sukcesis prezenti vere belan rakonton pri junaĝo jen idilia, jen mizera, sed ĉiam agadoplana. Kun samgrada lerteco Bartelmes redonas la vivecajn impresojn de la urbinfano, ekloĝinta en kampara hejmo, kaj la spiritajn turmentojn de knabo, kiu sentas sin ĉiel malsupera al siaj kunlernantoj.

La lingva stilo de la verko estas diversrilate kritikinda. Ĉu eĉ la "klaskonsciaj" germanaj infanoj vere paroladis tiel pedante inter si, kiel tion kelkloke prezentas la aŭtoro, aŭ ĉu la peneco de la stilo spegulas la maleblon, ke la plenaĝulo vestu siajn kompleksajn ideojn per infanaj frazoj?

ALEC VENTURE.

***100 pikantaj panŝmiraĵoj.**—*Kolektis D-ro Topolansky, redaktis kuirestro Franz. Ruhm, tradukis d-ro H. Sirk. 42 pp. 1ŝ.*

Kuira libro en Esperanto, kiu pritraktas ekskluzive receptojn por panŝmiraĵoj, piknikaj sandviĉoj, k.s., kolektitajn el 120 kuirlibroj. Legado instigas al diskuto pri kelkaj terminoj uzitaj, kaj la aŭtoro invitas kritikojn el tiu vidpunkto. La verko ŝajnas tute praktika, kaj povas liveri multajn utilajn ideojn al la dommastrino, kiu serĉas ion novan tamen ne kostan. Troviĝas kelkaj, sed kompare malmultaj, receptoj vegetaraj.

Servisto Jernej kaj lia rajto.—*Dramo de Ferto Delak, laŭ rakonto de Ivan Cankar. Trad. el la slovena lingvo Franjo Modrijan. 28 pp., prezo 3 resp. kup. Ĉe Esperanto-Klubo, Delavska Zbornica, Ljubljana, Jugoslavio.*

Nova juna mastro forprenas de "ĥorestro" Jernej domon, kiun Jernej mem konstruis antaŭ 40 jaroj. Jernej pacience sed vane alvokas por justeco al la mastro, al vilaĝestro, juĝisto, polico, imperiestro, kaj eklezio, ke ili defendu lian rajton. Fine li mem indigne bruligas la domon, kiun li opinias rajte lia. Al la historio ne mankas ia drama forto, kvankam ĝi estas multloke iom obskura. (Cetere, kiumaniere Jernej povas dialogi kun *Jernej kaj ĥoro*?—ĉu tiun parton oni kantas?) Troviĝas du modernaj bildoj, kiujn mi trovas plene nekompreneblaj.

—O—, Zamenhofaj Ekzemploj.—*Esperantologia Raporto de Kawasaki, N-ro 1, 1936. Prezo ne montrita. Ĉe la aŭtoro, S-ro Naokazu Kawasaki, 409 Hamgutityō, Sumiyosi-ku, Osaka, Japanujo.*

Detala studo pri la Zamenhofa uzo de la finaĵo —o— troviĝanta ĉe kunmetita vorto senstrekete inter du konsonantoj (oni ne kalkulas, ekz., *bruoplena*). S-ro Kawasaki citas 1416 ekzemplojn, en kiuj okazas 636 formoj de 348 kombinaĵoj post 435 radikoj.

La plej ofta tipo estas 2-o-1 (ekz., *tablotuko*), kaj sekvas laŭ ordo de ofteco 2-o-2 (*librobreto*), 1-o-2 (*amoplona*), 1-o-1 (*litotuko*), 3-o-1 (*cindrokolora*), 1-o-3 (*petoskribo*), kaj 3-o-2 (sola ekzemplo: *ankroŝnuroj*).

Estus malfacile trovi studaĵon pli sisteman kaj konsciencan. La detalo pritraktata estas ŝajne bagatela. Tamen nenia scio estas senutila, kaj se la tuta projektita monografiaro iam publikiĝos, ĝi prezentos multajn interesajn konsideraĵojn por la Esperantologo. M. C. B.

***Marista Rakonto.**—*Kanto kun muziko. 6p. La kanto The Mermaid el Kantaro Esperanta (N-ro 319).*

Ĝojante pri la apero de ĉi tiu malkara kaj bona aldono al nia kantkolekto, oni povas tamen bedaŭri, ke s-ro Buenting, la eldoninto, ne citis la fonton de la kanto, kiun li kopiis; kaj ankaŭ, ke li iom, kaj ne ĉiam feliĉe, modifis la konatan tekston.

From Mr. Masar Takase (Kita 2, Niŝi 14, Sapporo, Japan) we have received a series of five very beautiful picture cards with Esperanto text, printed in memory of the 24th Japanese Esperanto Congress, held at Sapporo (8-10 August).

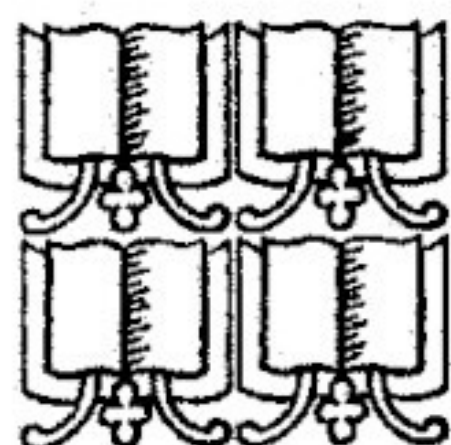
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(Ŝolam Alejĥam)	1	6	..	2
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Kurioza Koincido. — EANA (Esperanto-Asocio de Norda Ameriko) en januaro havis konkurson kun pluraj libroj el la P.E.B. kiel premiaro. Oni devis verki artikolon ĝenerale interesan. Nek vi nek ni sciis pri la plano de la alia, kvankam via elvenis unua.

IALA. — En cirkulero menciita antaŭ ne-longe de Butler en la *B.E.* oni diras, ke iu, kiu estas sperta pri ia internacia lingvo, povas sen peno legi ian alian. Tiel IALA akcentas, ke la malsamaj kvalitoj estas nur bagateloj kaj la konkurenco inter ili vana. Nu mi ne povas legi aliajn lingvojn, sed eble mia scio pri nia lingvo ne estas sufiĉe profunda. Kaj mia perfekta scio de la usona, franca, kaj vortostoko el la rusa, greka, kaj latina ne helpas. Iu devas refuti tiun arogantan aserton de IALA.

Scherer. — Eble vi angloj ne konscias pri la longaj distancoj en Usono. Scherer vojaĝis de unu loko al alia vizitante izolulojn unuigante ilin kiel oni neniam antaŭe faris tion. Dum la 1936-a kongreso en Detroit—la unuan, kiun mi vizitis—mi aŭdis tre bonan Esperanton; la plej bonan de du negroj junaj, kiuj parolis kun klareco nekredebla. Dum la nova EANA-a reĝimo en Washington kun Scherer kaj liaj antaŭuloj, nia movado rapide maturiĝis, kaj post la baldaŭa likvido de la ŝuldoj, ni faros atendindan progreson.

Akron, Ohio.

F. STANCLIFF.

BIBLIOTEKO DE B.E.A.

Mankas materialo (dokumentoj, programoj, biletoj, k.s.) pri la Universalaj Kongresoj de 1935 kaj 1936. Kiu povas helpi?

(Ni posedas la kongreslibrojn, kaj la raportojn en la *Viena Reichspost*). M. C. B.

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B.E.A. Congress.—Arrangements are well in hand for the Annual Congress to be held at Hoddesdon from April 23rd to 26th, full details of which appeared in last month's *B.E.* At the time of writing the following members had already joined:—

1. W. Bow, Portsmouth.
2. W. Davies, Swansea.
3. W. H. Errington, Thornton Heath.
4. Mrs. N. Grocott, Blackburn.
5. J. R. Grocott, Blackburn.
6. Mrs. M. C. Gillett, Banbury.
7. Mrs. E. Farmer, London, N.16.
8. Miss E. M. Bartholomew, Letchworth.
9. Miss F. M. Bartholomew, Letchworth.
10. L. Mason, Leicester.
11. G. M. Hayton, Borough Green.
12. G. D. Buchanan, Glasgow.
13. Fred Wadham, Epsom.
14. Mrs. V. M. Wadham, Epsom.

We know that many members are intending to come and we should be grateful if they would send in their completed "*aliĝiloj*" as early as possible.

Jubilee and other Funds.—We take this opportunity of expressing our grateful thanks to those who have so generously made the contributions acknowledged on pages 34 and 35.

"A Practical Course in Esperanto."

We much regret that we have not been able to fulfil all the orders for this book, owing to incomplete deliveries. We are expecting a further supply in a short while, when we will immediately do so.

The Three-Year Plan Cup Competition.

The second year of the Three-Year Plan has ended and the Cup goes, this time, to the South-Eastern Federation, who have attained a percentage of 37.33. Sincere congratulations to the President, Secretary and energetic helpers whose efforts have secured this success. Congratulations, also, to the North-Eastern and Eastern Federations, who got so near the top place! The complete table is given below. While one would wish to see the percentages higher, it is encouraging to note that a number of points were gained by successful examination candidates.

Paris Conference.—Details of our travel party to Paris at Whitsuntide will be found on page 2 of the cover of this issue. B.E.A. members receive with this issue an *aliĝilo* for the Conference.

THREE-YEAR PLAN CUP CONTEST.—Final figures for 1936.

	QUOTA.						OBTAINED.						
	M.	F.	J.F.	G.	E.	P.	M.	F.	J.F.	G.	E.†	P.	%
1. South-Eastern Fed. . .	85	275	90	2	70	900	39	41	25	—	75	336	37.33
2. North-Eastern Fed. . .	40	160	30	2	45	475	16	7	4	1	66	177	37.26
3. Eastern Fed. . .	50	150	60	1	70	550	15	6	33	—	90	204	37.09
4. Yorkshire Fed. . .	90	300	90	2	70	950	34	21	5	1	75	291	30.63
5. Scottish Fed. . .	80	300	70	3	70	900	18	22	19	—	114	245	27.22
6. Lancs. & Ches. Fed. . .	100	340	80	2	90	1050	35	33	14	—	54	276	26.29
7. West Midland Fed. . .	80	250	90	2	70	850	21	4	28	—	27	164	19.29
8. London Fed. . .	200	450	120	3	120	1750	35	20	37	1	66	318	18.17
9. South Midland Fed. . .	45	100	50	2	35	450	10	5	5	—	15	75	16.67
10. Southern Fed. . .	30	100	50	2	35	375	10	1	4	—	3	58	15.47
11. East Midland Fed. . .	50	150	60	2	50	550	4	9	8	—	15	52	11.46
12. Glos. & Som. Fed. . .	30	120	30	2	60	400	5	2	1	—	12	40	10.00
13. S. Wales & Mon. Fed. . .	25	75	30	1	25	275	—	4	—	1	—	24	8.73
14. Northants Fed. . .	10	50	25	1	30	175	—	—	—	—	—	—	—
*Overseas . . .	45	80	25	1	25	375	20	6	13	—	63	182	48.53
*Non-Federated Areas	40	100	100	2	10	450	12	1	8	—	15	84	18.66
	1,000	3,000	1,000	30	875	10,475	274	182	204	4	690	2,526	

* Not competing for the Federation Cup.

Percentage of Total . . . 22.675

M=New Member of B.E.A.

F=Friend of Esperanto.

G=New Group.

J.F.=Jubilee Fund.

E=Exam. Points.

P=Total Points.

† 3 points for a Pass in B.E.A. or R.S.A. Elementary Examination.

6 points for a Pass in B.E.A. Advanced or R.S.A. Intermediate.

Coming Events

FEDERATION ACTIVITIES

London.—Dance at the Cafeteria, 55 Moorgate, Saturday, 6th February. Details in last two issues.

Scottish.—Council Meeting in the Synod Hall, Edinburgh, 13th February, at 3 p.m.

South-Eastern.—Conference and A.G.M. at West Croydon Congregational Church Hall, Saturday, 20th February, at 3 p.m. Details from S. E. Bellatti, 334 Pickhurst Rise, West Wickham, Kent.

ESPERANTO SERVICE

London.—The monthly Divine Service in Esperanto will be held at St. Ethelburga's Church, 72 Bishopsgate, on Sunday, 14th February, at 3.30 p.m. The speaker will be Mrs. E. Warren and the soloist Miss E. M. Oughton. The service will be followed as usual by a tea-meeting of the Dua-Dimança Rondo at the Great Eastern Hotel.

LONDON CLUB SUPPER

The Annual Supper of the London Esperanto Club will take place on Thursday, 4th March, in the Fred Tallant Hall, 153 Drummond Street, Euston, at 7.30 for 7.45 p.m. Tickets (limited to 80) 3/- until 26th February, afterwards 3/6, from W. G. Chant, 242 Westward Road, E.4. Oni dancos.

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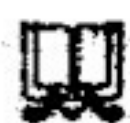
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Reports

SCHOOL PLAYS

Eastbourne.—At the breaking-up party of the Cavendish Council Senior School, the members of the Esperanto class gave a rendering of *Blankulino kaj la Sep Viretoj*. The pronunciation of the children was excellent, and great credit is due to the Headmaster, Mr. Wigham, whose expert enthusiasm produced a most successful and entertaining performance. C. H. H. S.

Burnley.—During Christmas week Mr. Fred Parker produced a playlet at the Stoneyholme Council School. It was an adaptation of *La Magia Ringo* and was played in English and Esperanto by twelve boys to whom Mr. Parker is teaching Esperanto. The audience consisted of 250 children and a number of adults. It is hoped to produce the playlet shortly at the Burnley Esperanto House.

(If any teacher wishes to utilise this playlet, Mr. Parker will gladly send a copy on request. Write to him at the School.)

PUBLIC LECTURE

Croydon.—At the Central Library on 6th January a lecture on Esperanto was given by Mr. Fred Wadham, Editor of *The British Esperantist*. Councillor H. T. Muggeridge, J.P., who presided, emphasised the value of Esperanto for saving time at conferences, and urged that the language should be taught in elementary schools. After the lecture, Mr. F. Zocher, introducing himself as an elderly German working man, made a short humorous speech in Esperanto, which was translated phrase by phrase.

FIANCIGO

Du Merton—Mitchell.—Mark M. Du Merton, B.A., Sekretario por Transoceanaj Aferoj de B.E.A., kun f-ino Beatrix Mitchell. Ambaŭ estas konataj membroj de la Londona Klubo. La redakcio gratulas kaj deziras feliĉon.

MORTOJ

Dickinson.—En Edinburgo la 24an de decembro, George Dickinson, F.B.E.A., dum pli ol 15 jaroj prezidanto de la Grupo en Leith, 71-jara. Li estis valora membro dum multaj jaroj de la instruistaro por la korespondaj kursoj de B.E.A.

Samtempe la poŝtistoj perdis fidelan amikon : s-ro Dickinson estis la unua loka sekretario de la Postmen's Federation en Edinburgo.

Ni kondolencas kun lia filino.

Edwards.—La 24an de decembro, en Maidstone, W. R. Edwards, dum multaj jaroj sekretario de la loka Grupo, 74-jara. Li estis fervora propagandisto kaj instruisto de Esperanto. Koran kunsenton al la familianoj.

Gesinjoroj Goldsmith deziras danki la multajn gesamideanojn, kiuj sendis gratulon okaze de ilia Argenta Edziĝo. Oni bonvolu senkulpigi, ke ili ne respondis al ĉiu aparte.

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EXECUTIVE COMMITTEE MEETING.

December 14th, 1936.

Present: The President, the Hon. Secretary, the Hon. Treasurer, Miss R. Davey, E. D. Durrant, C. C. Goldsmith, A. C. Oliver, Mrs. E. Warren.

In attendance: The Secretary, F. E. Wadham.

As well as matters of routine and finance, the Committee considered a suggestion that local groups and members should be encouraged to offer their services to other local organisations for

translation of correspondence between the latter and similar bodies abroad. I.E.L. were already considering the scheme, which it was decided to support. It was found necessary to cancel Overseas entries for the Jubilee Competition owing to the inadequacy of the time allowed by the present timetable for these competitors to send in their work. A Sub-Committee was appointed to consider ways of encouraging school groups and junior membership. The Committee had before them a copy of a cheap Correspondence Course, which had achieved remarkable results in Sweden, and the manner of administration was explained. The Committee approved in principle the adaptation of the course for use by the B.E.A. and arranged for enquiries to be made as to the financial aspect.

B.E.A. EXAMINATIONS

Diploma. — *Margaret Mary Willis, *Wilfrid Morrison Appleby, Luvona Ellis, *Cheltenham*; Herbert Sidney Salkeld, *London, S.E.12*; Stanley Ernest Bellatti, *West Wickham*; *Frederick William Todd, *Sidcup*.

Preliminary. — Miss D. Cooper, *Miss O. M. Pritchard-Davies, *Bromley*; C. A. Barnes, *London, S.E.6*; Miss H. Beardsworth, Mrs. H. M. Willis, *Cheltenham*; Miss K. M. Foster, *S. Outram, *Doncaster*; Mrs. I. G. Bellatti, *West Wickham*.

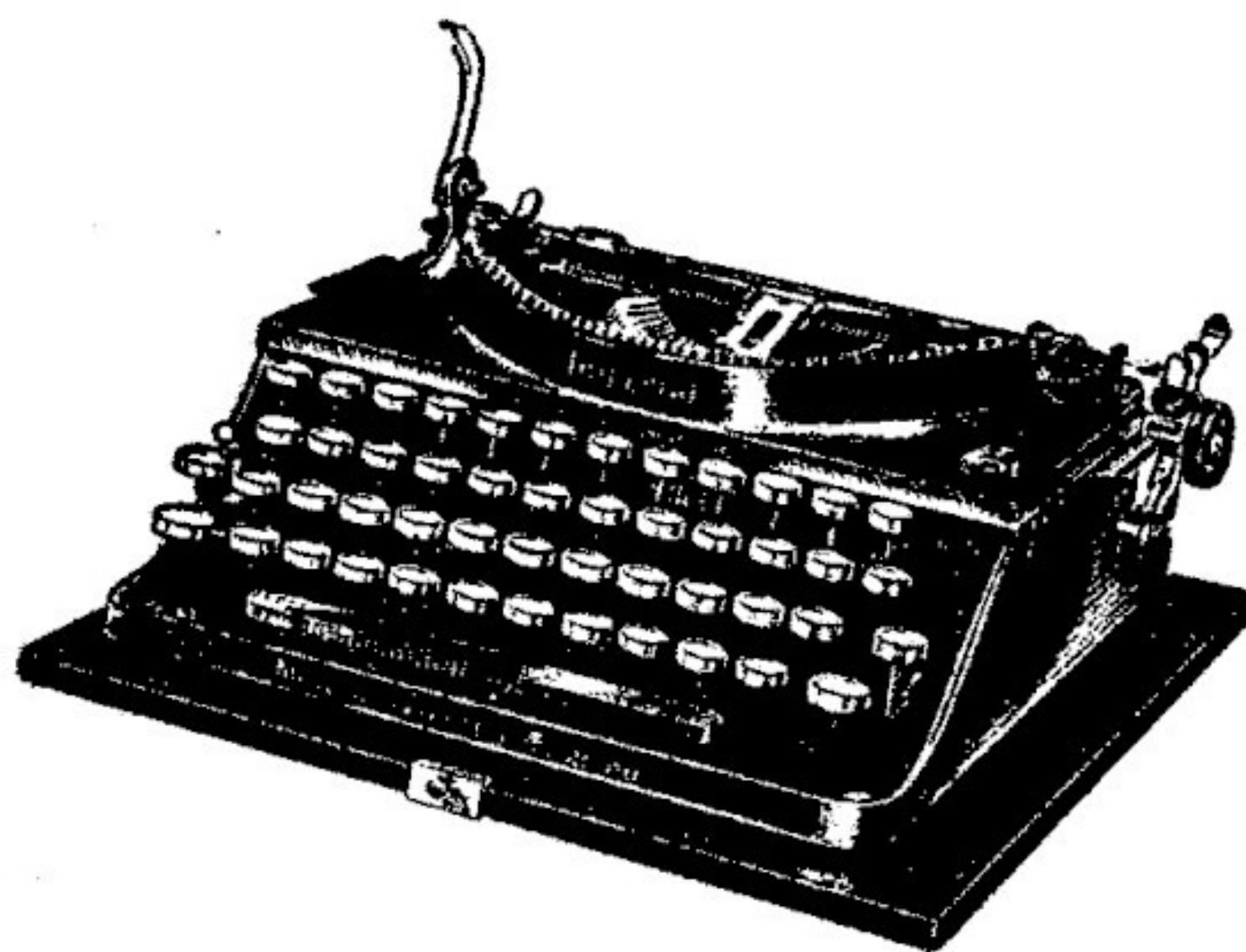
Preliminary by Correspondence. — Miss M. J. Butcher, *Oparan, New Zealand*.

* Denotes Distinction.

R. B. WILKINSON,
Secretary.



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CORRESPONDENCE

Letters to the Editor should be as brief as possible.

ESPERANTO IN LITERATURE

Re-reading Tennyson's *Locksley Hall 60 Years After*, I observed a phrase I had not before noticed. The poem is in double-line stanzas, and stanza 83—or thereabouts—records the poet's aspiration after "a single tongue."

The idea occurred to me that it would be useful if someone could compile a sort of anthology of sentiments in the same direction expressed by eminent men, poets, philosophers, etc., etc.

B. P. MEGAHY.

Preston.

(If readers will send in duly authenticated quotations of this kind to the Editor, he will endeavour to compile an anthology such as our correspondent suggests, to appear in a future issue, perhaps in the Jubilee Number).

ALVOKO AL GRUPESTROJ

La subskribinto—policisto en Brighton, Sussex—tre volonte estos informata, ĉu estas en la komunumoj en Anglujo Esperantistaj policistoj. Tial li petas la grupestrojn esplori pri tio en siaj komunumoj, ĉu estas tiaj personoj ĉe la loka polico. Se jes, oni bonvolu sendi al li iliajn nomojn kaj adresojn.

La celo de ĉi tio estas la starigo de internacia polica ligo Esperantista. Jam estas fondita en Nederlando tia grupo, al kiu ankaŭ jam aliĝis policistoj el kelkaj aliaj landoj.

Esperante, ke ĉiuj bonvolos kunlabori al ĉi tiu celo, kaj ke mi ricevos multajn adresojn, mi anticipe dankas.

S. T. FULLER (policisto).

83 Coombe Road,
Brighton 7, Sussex.

Modern Culture Institute

Oni invitas petojn por la Agda Emilia Vojaĝpremio, kiu estos aljuĝita al Esperantista Socialisto dum 1937. Detalojn de D-ro Har Dayal, 34 Churchill Road, Edgware, Middlesex.

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